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Top Notch Placement Test: A Comprehensive Guide The Top Notch Placement Test is designed to assess students' language proficiency and allocate them into one of six levels. This test booklet contains a complete placement test, instructions for administering it, answer key, photocopiable answer sheet, and guidelines for scoring and placement. The test consists of four sections: Listening, Reading, General, and Speaking. The **Listening Test** is divided into three parts with 10 multiple-choice questions each. It's recommended to administer this section at the beginning or before the Reading Tests. The **Reading Test** features 10 multiple-choice items based on one reading passage. The **General Test** includes 50 multiple-choice questions, covering grammar and vocabulary. The **Speaking Test**, based on a set of 10 questions, helps determine the student's placement level. The test is designed to be completed without grading, with the purpose being to allocate students into the correct level. It's essential to inform students that they might not answer all questions correctly, which is acceptable in this context. **Placement Test Instructions** (i) Students will have the chance to listen to an audio recording twice: once for note-taking, and a second time for checking their answers. Before starting, make sure students understand how to take the Listening Test, and you may need to provide instructions in their native language if necessary. Once they've finished answering all questions, they must put down their pencils. If you notice that students aren't marking anything on their answer sheet after the second listen, stop them and move on to the Reading Test. To administer the Listening test, you'll need a CD player, a Top Notch Full-Course Placement Test A: Listening Test CD, and the tape scripts for the Listening Test. The volume should be adjusted so that all students can hear clearly. The Reading section consists of a passage with 10 multiple-choice questions to answer. Students will have access to a reproducible answer sheet. Before starting the test, review the examples for each section and ensure students understand how to choose the correct answer. If students are unsure about a question, they should skip it and come back to it later. During the test, walk around the room to make sure students are following the proper procedure for marking their answers on the sheet. The General Test requires students to select the multiple-choice item that best fits into a given context. This section consists of 50 items, and students will have access to a reproducible answer sheet. The General Test can be administered individually or in groups, and students have 45-60 minutes to complete it. The Speaking Test assesses students' ability to comprehend and communicate in the target language, focusing on their capacity to use grammatical structures within context. This test ensures that students can express themselves orally regardless of their reading or writing skills. Before starting the test, introduce yourself warmly and ask the student's name to put them at ease. Ensure they understand that complete answers are expected for all questions. If necessary, clarify this point using L1. The initial non-scored questions aim to relax the student, while subsequent inquiries require correct and appropriate responses in the form of a complete sentence with proper grammar. If the student provides an incomplete response, gently encourage them to provide a full sentence answer. You may even offer the first word to facilitate a complete response. However, if the student continues to struggle, you should stop the test and proceed with the next part, which includes the Listening and Reading sections of the General Test. 1. They are discussing going to a concert. 2. Sergio Mendes is playing at Maxwell’s. 3. According to the listening, Gandhi fasted to help India achieve independence from Britain. 4. In 1948, Gandhi stopped eating for less than one week. 5. Gandhi’s assassin wanted an India where Hindu and Muslim could live together in peace. 6. The early show is at 11:30. 7. They both want to see Guitar Wolf. 8. Comics are a good source. 9. 6.5 million is the number of comic books sold in Japan each week. 10. People who criticized comics said they caused bad behavior among young people. 11. Comic titles sell over 7 million copies a week in Japan. 12. 4.5 is the number of popular comic titles in the US. 13. Comics do not get 1. To think creatively, prepare young people to handle computers easily, provide a useful way to teach academic subjects, and encourage teenagers to play video games are all important aspects of education in the digital age. Recent research suggests that visuals and text help people understand computers, making them more accessible to young generations. The Japanese Education Ministry views comics as a treasure, recognizing their potential to engage students and promote learning. Comics are most popular in Japan. Can you gift wrap broccoli for me? I'll have him gift wrap the beef. Bruce hardly ever exercises, he's really lazy. These loafers aren't healthy, they're very uncomfortable. The concert isn't this Saturday, it's on June 4th. Anthony has lived in London since 2001. Where does your sister live? Luckily I wore a seat belt when I had the accident. Be sure not to miss the Louvre Museum while you're in Paris. I bought any shampoo at the drugstore. I already saw the movie when it came out on DVD. That photograph was taken by Henri Cartier-Bresson in 1954. My wife needs to have this dress dry-cleaned by Saturday. Is this car their? A boring movie is very strange or unusual, but not necessarily weird. Joe must have been married to Amy; they would have been happy. _____. No it's my first time here. The Cherry Blossom Festival isn't celebrated in Japan every year in the spring. Could you tell me what this means? Oh no! Yesterday was my mother's birthday, and I forgot to call her. I'll buy tickets for The Poverty is a topic of the international conference. A poverty is the result of not having enough money, b. that our friends encouraged Stacy to arrive early. c. whom would have lent him some if he had asked d. us to arrive on time. If Stacy hadn't asked Valencia wouldn't be the east coast of Spain. Not only didn't call here but they also didn't call there. A drought happens when there is no rain for a long period of time. Mr. Reed needs this report finished on time for a meeting on Monday. It can't be late, or he'll get upset. I remember my family's holidays when I was young; we always had fun. Are you familiar with this CD? I don't appreciate being forced to watch commercials in a movie theater after school. We will meet at the park at 10:00 A.M., and if it rains, we won't be there. Irina has never studied English, but she's picked up a lot of words from TV, movies, and the Internet. What's the matter with her? She caught on quickly! This text appears to be a template for administering a placement test in the TOP NOTCH series. It outlines guidelines for testing and includes space for students' names, dates, scores, and class assignments. The test itself seems to involve circling the correct answer among options (a, b, c, d) for various questions. The scoring system is described, with a total of 70 points plus an additional 10 points for the Speaking Test if required. The bottom section appears to be for recording student information, including name, date, scores in listening, reading, and general tests, as well as class assignment levels and teacher/classroom details.